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ABSTRACT

This guide was developed for the purpose of providing Nebraska's educational agencies with documentation and a rationale for effectively utilizing paraprofessionals in special education. The guide provides examples of school policies which meet the intent of Nebraska law and may be utilized to improve the productivity and effectiveness of paraprofessional programs. The guide is organized into four major areas of concern: recruitment, selection, and hiring of paraprofessionals; policies for the appropriate utilization of paraprofessionals; training programs for both paraprofessionals and teachers; and policies concerning the supervision and evaluation of paraprofessionals. Appendices accompanying each of the four sections make up the bulk of the document and include such items as sample applications, interview questions, contracts, a list of special education paraprofessional roles and responsibilities, a training planning guide, a needs assessment, an observation checklist, and self-evaluation forms. (Includes eight references) (JDD)

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RESOURCE GUIDE FOR THE DEVELOPMENT OF POLICIES AND PRACTICES IN THE USE OF PARAPROFESSIONALS IN SPECIAL EDUCATION

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Resource Guide for the Development of Policies and Practices in the Use of Paraprofessionals in Special Education

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TABLE OF CONTENTS

Recruitment, Selection,and Hiring Policies 5

Assignment of Paraprofessional Duties and Responsibilities 9

Training for Paraprofessionals and Teachers 13

Supervision and Evaluation of Paraprofessionals 17

Appendix A Employment of Paraprofessionals A1
- Exhibit 1 Examples of School Board Policy Statements
- Exhibit 2 Sample Interview and Selection Questions
- Exhibit 3 Application for Teacher Aides
- Exhibit 4 Additional Teacher Aide Application Information
- Exhibit 5 Sample Educational Aide Contract
- Exhibit 6 Sample Confirmation Letter for Educational Aides
- Exhibit 7 Non-Certified Employee's Employment Contract
- Exhibit 8 Hourly Agreement-Teacher Aide
- Exhibit 9 Sample Salary Schedules for Paraprofessionals
- Exhibit 10 Ethical Considerations for Paraprofessionals

Appendix B Utilization of Paraprofessionals B1
- Exhibit 1 Special Education Paraprofessional Roles and Responsibilities
- Exhibit 2 Sample Job Descriptions for a Special Education Teacher
- Exhibit 3 Job Description
- Exhibit 4 Job Description for Teacher Aides in the Resource Room

Appendix C Paraprofessional Training Programs C1
- Exhibit 1 On-the-Job Training Planning Guide
- Exhibit 2 Paraprofessional Needs Assessment
- Exhibit 3 Survey Regarding Resource Teacher Aides
- Exhibit 4 Needs Assessment
- Exhibit 5 Sample Preservice Orientation Program
- Exhibit 6 Preservice Education Agenda
- Exhibit 7 Competency Based Paraprofessional Training Program
- Exhibit 8 Training Program Reporting Form5

Appendix D Supervision and Evaluation of Paraprofessional Programs D1
- Exhibit 1 Sample Requirements for Supervisors
- Exhibit 2 Example Conference Guide for the Paraprofessional and Teacher
- Exhibit 3 Paraprofessional Time and Activity Log
- Exhibit 4 Observation Checklist
- Exhibit 5 Self-Evaluation of the Instructional Session
- Exhibit 6 Parent Evaluation of the Paraprofessional Program
- Exhibit 7 Teacher Aide Evaluation Form
- Exhibit 8 Classified Personnel Evaluation Report
- Exhibit 9 Paraprofessional Self-Rating Evaluation Form

INTRODUCTION

A survey of Nebraska special education administrators, teachers, and paraprofessionals in 1982 indicated only limited use of recommended administrative procedures in the utilization of paraprofessionals (Vasa, Steckelberg, & Ronning, 1982). Formal selection procedures and criteria, job descriptions, established training programs and systematic evaluation procedures were present only in a minority of educational programs. One of the conclusions of this study was that paraprofessional use in special education programs in Nebraska could be improved through a more systematic and formal approach.

In 1969, the Nebraska Unicameral enacted legislation permitting Nebraska schools to employ non-certified teacher aides. This legislation included significant restrictions in teacher aide use:

1) aides may not be assigned teaching responsibilties, and
2) if assigned responsibility for non-teaching duties, aides must be specifically prepared for these duties.

Legislation passed in 1972 defined teaching. Through this legislation the responsibilities which teacher aides cannot assume was futher clarified. In addition, in 1971, the Nebraska Department of Education (NDE) disseminated a position paper clarifying and interpreting the use of teacher aides in Nebraska schools. The Professional Practices Commission has also published documents pertaining to use of teacher aides. A position paper was first published by the Professional Practices Commission in 1971. In 1977 the Commission amended its rules and regulations and published a subsequent position statement. The focus of these actions was to define the role of the teacher and the teacher aide and to provide guidelines for their use and supervision.

The Nebraska State Education Association, in 1970, developed the following set of responsibilities for school administrators for the development of teacher aide programs:

1) the development of effective ways to utilize teacher aides,

2) writing job descriptions for the various categories of aides,

3) the assignment of aides,

4) the supervision of aides,

5) getting the program started,

6) providing information about the proposed program which interprets the objectives of the program to parents, teachers, students, and other interested people in the community,

7) developing criteria for the selection of aides,

8) the recruitment of aides,

9) providing preservice and inservice training programs for aides,

10) providing inservice training for classroom teachers in how to make the best use of aides,

11) evaluating the aide program and changing policies when change is needed,

12) providing a system for evaluation of aides and their contribution to the total school program, and

13) developing career ladder opportunities for aides (Nebraska State Education Association, 1970).

A series of Comprehensive System of Personnel Development (CSPD) projects from the State Department of Education were initiated in 1981. These projects included a survey of the status of the deployment of paraprofessionals in Nebraska; the development of a guide for the effective utilization of paraprofessionals; and the convening of a task force to make recommendations for the appropriate use of paraprofessionals in special education programs in Nebraska. These projects provided the background for the development of this resource guide. Three earlier documents in the series include: *A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska*, (Vasa, Steckelberg, & Ronning,1982), *Guide for Effective Utilization of Paraprofessionals in Special Education* (Vasa, Steckelberg, & Ronning, 1983); and *Direction for the Utilization of Paraprofessionals in Special Education in Nebraska* (Vasa and Steckelberg, 1985).

This guide was developed for the purpose of providing educational agencies with documentation and a rationale for effectively utilizing paraprofessionals in special education. The guide was made possible through a Nebraska Department of Education Comprehensive System of Personnel Development grant awarded to the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln. One expected outcome of the project was to provide specific products for use by educational service units and local educational agencies serving handicapped students. In particular, the project objectives were developed to impact special education programs in Nebraska by providing:

1. additional resources to ESUs and LEAs seeking to improve services to handicapped students through the use of paraprofessionals,

2. model paraprofessional utilization and training programs as an aid to school districts seeking to establish or improve paraprofessional programs.

3. a training resource for special education teachers who utilize paraprofessionals.

The guide provides both rationale and examples of school policies which meet the intent of Nebraska Law and may be utilized to improve the productivity and effectiveness of paraprofessional programs. The guide is organized into four major areas of concern: recruitment, selection and hiring of paraprofessionals, policies for the appropriate utilization of paraprofessionals, training programs for both paraprofessionals and teachers, and policies concerning the supervision and evaluation of paraprofessionals.

RECRUITMENT, SELECTION, AND HIRING POLICIES

The recruitment and selection of paraprofessionals plays a primary role in establishing effective paraprofessional programs. The appropriate selection of personnel to fill paraprofessional vacancies can improve the educational programs in which they are employed.

The Nebraska Unicameral, in 1969, enacted legislation allowing Nebraska schools to employ non-certified teacher aides. Section 79-1233[2] of the Nebraska Revised Statute reads:

> **Public, private, denominational, or parochial schools in the state may employ persons who do not hold a valid Nebraska teaching permit issued by the Commissioner of Education to serve as teacher or teachers. Such teacher aides may not assume any teaching responsibilities. A teacher aide may be assigned duties which are non-teaching in nature, if the employing school has assured itself that the aide has been specifically prepared for such duties, including the handling of emergency situations which might arise in the course of his work.**

Since 1969 the number of programs which utilize paraprofessionals has continued to increase. The successful use of teacher aides to assist the special education teacher has been demonstrated both in Nebraska and nationally.

The quality of the paraprofessional program is directly affected by the quality of the personnel available to serve as paraprofessionals. Effective recruitment practices should be established by stressing the positive aspects of being a teacher aide. These aspects include assignments which encompass a variety of interesting tasks, relatively high prestige and recognition in many communities, working hours that correspond with their children's school hours, various benefits offered by many districts, high levels of responsibility given to many aides, minimal entry-level skill requirements, and high levels of personal satisfaction from the job.

Commonly used sources for recruitment of potentially good paraprofessionals include: parent teacher associations, senior citizen centers, civic and community organizations, school volunteer programs, employment agencies and newspaper advertisements.

An important component of school policies regarding paraprofessionals' employment is the establishment of minimum qualifications. The establishment of minimum qualifications addresses two important issues. First, minimum qualifications can be established to protect students, parents, and the school system. Secondly, qualifications can be established in an attempt to predict future performance levels. A variety of approaches have been utilized in establishing minimum criteria for the employment of teacher aides. These have included minimum job qualifications, required amounts of training, and licensure.

In Nebraska the responsibility for establishing teacher aide employment policies lies within the domain of the local school board. Section 2 of 79-1233 of Nebraska Revised Statutes requires that:

> **"teacher aides working with any such program shall have qualifications as the governing body of the school shall prescribe...".**

In 1985, a Nebraska task force of teachers, administrators, NDE, and higher education personnel recommended that each service agency employing special education teacher aides establish a verification procedure documenting teacher aide qualifications and competencies (Direction, 1985). According to their report, these procedures should include:

1. Written policies regarding selection and employment criteria which include at least the following components:

   a. experience in working with children (especially handicapped children)
   b. educational level
   c. interpersonal and communication skills
   d. attitude toward school and children
   e. capacity to complete preservice and inservice education requirements

Vasa, Steckelberg, and Ronning (1982) in a survey of Nebraska special education administrators found that the most commonly used criteria for hiring teacher aides were the applicant's attitudes towards handicapped children, references, level of basic skills applicable to the position, interpersonal skills with adults, previous employment, experience with handicapped children, general health, and physical strength.

Other competencies suggested by O'Brien (1977) include:

... an interest in self-improvement
... proficiency in nonjudgmental observing and reporting of behavior
... knowledge of how and when to encourage children to promote favorable behavior
... an understanding of the importance of sound emotional and social conditions within the classroom
... a philosophy of education in keeping with the schools

The interview is often the primary method used to assess the applicant's ability to meet these criteria. The interviewer must gauge the applicant's potential for growth as well as his or her present level of ability. Through this approach the skill, personality, and compatibility of the applicant can be determined before the school year begins. The interview may also serve as a preliminary orientation to the special education programs and personnel. Established school policies regarding paraprofessionals and the paraprofessional job description can be valuable tools in the interview process.

Many times the interview is conducted by the hiring official only. This practice may overlook important considerations. The teacher who will be working with the paraprofessional should also be a part of the interview. The teacher may be able to provide information on the particular instructional setting and match the paraprofessional to the learning situation and teaching style.

A final employment issue addressed by school policies regarding paraprofessionals is the employment agreement and working conditions established by the school. A wide variety of approaches have been taken in Nebraska schools ranging from formal employment contracts to informal verbal agreements. Salaries and benefits for paraprofessionals also vary widely depending on the educational agency.

In addition to salaries and benefits other employment issues often addressed by school policies regarding paraprofessionals include: work schedules, health policies, use of private cars, grievance procedures, leave policies, and emergency procedures.

One aspect of paraprofessionals employment which has received attention has been the career ladder concept. This has been an attempt to provide opportunities for paraprofessionals to increase their level of responsibility and salary based on factors such as experience, demonstrated performance, and training.

Appendix A provides a set of example school policies related to the issues of recruitment, selection and hiring of paraprofessionals in special education programs. Included are general school board policy statements, statements of minimum qualifications, interview guides, employment agreements and sample salary and benefits schedules.

ASSIGNMENT OF PARAPROFESSIONAL DUTIES AND RESPONSIBILITIES

Paraprofessionals play a significant role in the delivery of educational services. The advantages have been listed by a number of authors (Cruickshank & Haring, 1957; Blessing, 1966). Benefits include more planning time, organizational changes in the classroom, increased individualized attention, improved quality of instruction and additional adult role models.

Early programs utilized paraprofessionals primarily in clerical roles (Cruickshank & Haring, 1957). As the use of paraprofessionals in special education programs has increased, the role has shifted to include additional instructional responsibilities (Esbensen, 1966). The classroom teacher has assumed the role of manager of instruction which includes the supervision of the paraprofessional delivering instructional activities. Consistent with this concept, Nebraska law limits the duties of the paraprofessional to non-teaching duties. Teaching duties are defined as:

(a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place,

(b) the assessment and diagnosis of the individual educational needs of the pupils,

(c) the planning, selecting , organizing, prescribing and directing of the learning experiences of pupils,

(d) the planning of teaching strategies and the selection of available materials and equipment to be used, and

(e) the evaluation and reporting of student progress (Nebraska Revised Statute, Section 79-101).

Nebraska statutes prohibit the paraprofessional from making pedagogical and management decisions. They are not, however, restricted in participating in instructional tasks designed by the teacher. Considerable latitude in the type and extent of paraprofessional duties and responsibilities are permissible in Nebraska special education programs.

Educational agencies assume the responsibility for clarifying the roles of paraprofessionals in relation to the particular position and the policies of the agency. A clear understanding of the role of the paraprofessional is important in the orientation and training of teachers and paraprofessionals. Well defined roles also serve to facilitate daily communication, supervision, and management, as well as, communicating the purpose of the program to students, parents and members of the community.

Limits are placed on the role of the paraprofessional as a protection for the students and parents in a special education program. Concurrently, one of the assets of the paraprofessionals is the flexibility and adaptability with which they can be deployed in special education programs. The roles in which paraprofessionals may participate should not be defined so narrowly that they are restrictive beyond necessary limits.

The extent of responsibility assigned to a paraprofessional may reflect factors other than minimum legal requirements. Paraprofessionals' duties should be dependent upon their

levels of training, experience, skills, and the amount of supervision available while the task is being completed.

A clear delineation of appropriate roles and responsibilities of the paraprofessional and the teacher may also address professional teachers' concerns about loss of identity and role blurring between the teacher and the paraprofessional. Appendix B contains several listings of teacher and paraprofessional duties and responsibilities as examples.

One administrative method for establishing and clarifying the roles of teachers and paraprofessionals has been the job description. The job description supports the selection and interview process, orientation and training of paraprofessionals, program planning and evaluation, and daily supervision and management of the program.

Direction for the Utilization of Paraprofessionals in Special Education in Nebraska: A Task Force Report (1985), made two recommendations concerning the utilization of paraprofessionals:

1. The service agency shall be required to develop and maintain written policies and procedures pertaining to teacher aides that reflect the following components:
   a. job descriptions
   b. preservice and inservice training
   c. training
   d. evaluation

2. Teacher aide job descriptions developed by the service agency shall include competency requirements which reflect the following specifications as determined by each service agency and approved by the Nebraska Department of Education:
   a. minimum hours of preservice and inservice content
   b. minimum requirements for training content
   c. minimum supervision parameters.

The Nebraska Professional Practices Commission in Teacher Aides: A Position Statement (1977), makes the following statement regarding paraprofessional job descriptions:

> **The Commission believes the use of a job description for each aide position would do much to dispel the uncertainty and tension surrounding the issue.**

As a minimum the job descriptions should include the following components:

Position Title: Serves for classification and identification of positions.

Position Setting: Includes a description of the setting in which the paraprofessional will be working.

Purpose of the Position: Should clarify the rationale and intended outcomes of the job position. Commonly stated purposes include assistance to professional teachers, service to handicapped students, and improvement of instruction and extension of program services.

Qualifications for the Position: Utilized in the recruitment, selection and training of paraprofessionals.

Duties and Responsibilities: Contains a description of the duties and responsibilities typically expected of the paraprofessional. Provides information to establish the role and extent of responsibility.

Training Requirements: Clarifies expected requirements for initial and continued staff development activities.

Supervision and Evaluation: Identifies the person(s) to whom they are responsible. Clarifies role of the administrator and the teacher to whom they are responsible. Provides information on frequency and type of evaluation activities to be conducted.

Time/Hours: Used to describe the number of hours per week required by the job.

Salaries and Benefits: An explanation of the salary and benefits for the position.

Appendix B contains examples of several alternative job description formats.

TRAINING FOR PARAPROFESSIONALS AND TEACHERS

Training is an important element of school policy because of the extensive role that special education paraprofessionals perform. Benefits attributed to training paraprofessionals include: more efficient supervision of paraprofessionals; protection of student's and parent's rights; extention of skill levels; promotion of consistent school policies; transition to job assignment; improvement in the delivery of instruction; and increased job performance and satisfaction.

Nebraska Revised Statute Section 43-625[2] states that **"Teacher aides...shall participate in appropriate inservice activities."** In addition, 79-1233 states:

> **A teacher aide may be assigned duties which are non-teaching in nature, if the employing school has assured itself that the aide has been specifically prepared for such duties, including the handling of emergency situations which might arise in the course of his work."**

The following recommendations concerning paraprofessional training were included in Direction for the Utilization of Paraprofessionals in Special Education in Nebraska: A Task Force Report (1985):

1. The service agency which employs teacher aides shall establish training guidelines for teacher aides:
   a. the guidelines shall be based on goals and objectives established by the service agency.
   b. training of teacher aides shall be related to expectations described in the job description.
   c. teacher aide job descriptions shall serve as guidelines for preservice and inservice training programs.

2. Teacher aide training model guidelines maintained by service agencies shall include the following training components:
   a. preservice training for teacher aides
   b. inservice training for teacher aides

3. Teacher aides shall be required to complete the following training:
   a. a minimum of 15 hours of preservice training, and thereafter 15 hours of annual inservice training deemed appropriate by the service agency.
   b. preservice training which shall include but not be limited to:
      1) service agency policies and procedures
      2) legal and ethical issues
      3) an overview of special education and handicapped children/youth
      4) job role expectations
      5) the handling of emergencies, including first aid and safety
      6) equipment operation
   c. annual inservice training content which shall include but not be limited to information concerning:
      1) exceptionalities
      2) behavior management techniques
      3) educational materials and strategies

4. In addition to required preservice and inservice training, on-the-job training of teacher aides shall consist of planned activities conducted by supervising personnel, including training in job-specific skills as reflected in the teacher aide job description.

Typical skill areas addressed in a paraprofessional training program are:

... school policies;
... legal and ethical issues;
... role expectations;
... knowledge of special education programs;
... behavior management strategies;
... tutoring and program delivery skills;
... observation skills;
... use of instructional materials;
... use of equipment; and
... first aid and safety procedures.

Rittenhouse (1972), in a description of guidelines and training programs in several states, notes that these areas are also included in some training programs: record keeping procedures, development of the learning atmosphere, human growth and development, child psychology, and problems of the disadvantaged student.

A survey of Nebraska educators found that only 14 percent of the special education teachers who were assigned aides had training in their utilization and supervison. Recommended qualification for supervisors of paraprofessionals included in Direction for the Utilization of Paraprofessionals in Special Education in Nebraska are: "a) preservice or inservice training regarding the supervision of teacher aides; and b) knowledge of statutory and regulatory guidelines concerning qualifications, duties, training, and supervision of teacher aides".

Competencies commonly cited as needed by supervisors of teacher aides are the ability to:

... identify important components of a paraprofessional program;
... identify effects of paraprofessional program on performance, instructional costs, and staffing;
... knowledge of legal and ethical constraints on use of paraprofessionals;
... develop and implement selection criteria for paraprofessionals;
... develop and implement preservice/inservice training programs for paraprofessionals;
... manage paraprofessional training programs;
... employ dependent measures in formative and summative evaluation of paraprofessionals programs;
... describe rationale for use and employment of paraprofessionals; and
... describe effective means of training paraprofessionals.

Many districts also conduct needs assessments in order to define goals and objectives for preservice and/or inservice activities. Local resources are often available for staff development. Staff development includes the use of a variety of resources including: materials, individual learning packets, and formal and informal inservice activities. Teachers in the program are ready resources for development of training at both the preservice and inservice level.

A major component of the training program is on-the-job training. Often, on-the-job training programs are inadequately planned and very casual, leading to inadequate

documentation of skill acquisition. Effective on-the-job training needs to be formalized to insure that the paraprofessional has a training program outline and a system is in place to monitor their progress. Appendix C provides sample needs assessment instruments and planning documents to assist in the delivery of training programs.

SUPERVISION AND EVALUATION OF PARAPROFESSIONALS

By definition paraprofessionals assist teachers and are under their supervision. Guidelines for supervision and evaluation provide a vehicle for the improvement of delivery of services to handicapped children and assurance that their rights are protected.

According to Nebraska Revised Statute Section 43-625[2] qualified teachers in special training and educational programs are responsible for the supervision of paraprofessionals:

> **(3) Each qualified teacher shall be responsible for the direct supervision of teacher aides, whose duties shall be limited to those prescribed in section 79-1233.**

In addition, the statute defines a qualified teacher:

> **As used in this section, qualified teacher shall mean an individual holding a valid State of Nebraska teaching or special services certificate with an endorsement appropriate to the handicaps served. If such teacher is serving children with more than one handicap, qualified teacher shall mean an individual holding a valid State of Nebraska teaching or special services certificate with an endorsement in at least one of the handicaps served.**

The Nebraska Professional Practices Commission in Teacher Aides: A Position Statement (1977), makes the following statement regarding paraprofessional supervision:

> **An aide may assist a teacher** in instruction in subject matter or in conducting instructional activities. **The teacher shall be continuously aware of the aide's instructional activities,** and must be able to control or modify them. It is difficult to conceive of a teacher's being able to do this if the aide mans an instructional station alone, except possibly for very brief periods of time.

The professional practices commission position statement also notes that a teacher aide may not be supervised by a building principal, adjacent classroom teacher, or supervisor.

Direction for the Utilization of Paraprofessionals in Special Education in Nebraska: A Task Force Report (1985) recommended that the employing agency be responsible for designating certificated personnel to directly supervise teacher aides in order to provide supervision at all times, with direct on site supervision to be provided on a part-time basis (Direction, 1985). Specific recommendations were as follows:

1. Teacher aides shall be supervised 100 percent of the time by certificated personnel knowledgeable of the IEP program(s).

2. Supervisors of the teacher aide shall provide at least the following:
   a. direct on site supervision by the certificated special education teacher based on a minimum of 10 percent of the aide's time which shall be designated for planning, observing, evaluating, and training;
   b. supervision by the certificated special education teacher, based upon ongoing monitoring of IEP goals and objectives.

3. Supervisory personnel shall possess the following qualifications:

a. preservice or inservice training regarding the supervision of teacher aides; and
b. knowledge of statutory and regulatory guidelines concerning qualifications, duties, training, and supervision of teacher aides.

From a good practice standpoint, the key element in judging the appropriateness of the supervision of the paraprofessionals is the ability of the teacher to control the learning process. As a minimum, the teacher must be sufficiently aware of the circumstances and results of instructional activities to evaluate the performance of students and make appropriate instructional decisions.

The supervisor's responsibilities to the paraprofessional should include at least the following duties:

1. assessing strengths and weaknesses of teacher aides
2. analyzing job performance
3. training teacher aides to perform specific tasks
4. providing evaluation feedback
5. being responsible for the teacher aide's growth in the job
6. establishing a climate for learning in the classroom
7. establishing on-going communications with the teacher aide.
8. assignment of specific duties and responsibilities.

School policies should address several issues regarding supervision of teacher aides:

1) the role of the teacher as responsible for supervision should be clearly established;
2) minimum levels of adequate supervision should be defined for various programs;
3) training regarding supervision practices should be provided for teachers; and
4) school evaluation policies should be supportive of the teacher's role as supervisor.

Included in Appendix D of the guide are resources to assist in the development of school policies regarding supervision and evaluation of paraprofessionals.

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Appendix A

Employment Of Paraprofessionals

Exhibit 1 - Examples of School Board Policy Statements.....A3

Exhibit 2 - Sample Interview and Selection Questions A4

Exhibit 3 - Application for Teacher Aide A5

Exhibit 4 - Additional Teacher Aide Application Information.....A7

Exhibit 5 - Sample Educational Aide Contract A8

Exhibit 6 - Sample Confirmation Letter for Educational Aides A9

Exhibit 7 - Non-Certified Employee's Employment Contract.....A10

Exhibit 8 - Hourly Agreement - Teacher Aide A11

Exhibit 9 - Sample Salary Schedules for Paraprofessionals.....A12

Exhibit 10 - Ethical Considerations for Paraprofessionals A13

Exhibit 1

EXAMPLES OF SCHOOL BOARD POLICY STATEMENTS

Minneapolis Board of Education Policy
(adopted 2/28/67)

4216.16

Personnel
Teacher Aides

The professional teacher is trained and certified to perform certain functions in the education of children. The responsibilities that are reserved for teachers involve (1) analyzing the instructional needs of their pupils, (2) prescribing educational activities to meet the pupil's needs and (3) certain supervisory responsibilities consistent with established school policy and directed by the school principal.

Teacher working with nonprofessional helpers, either in or out of the classroom, must rely upon their own professional judgment when assigning duties to nonprofessional helpers. These duties should not infringe upon the responsibilities reserved for teachers, but nonprofessionals may assist the teacher in meeting their responsibilites.

The school principal retains his traditional responsibility for supervision of the school and the entire staff.

Rule Approved by Minneapolis School Superintendent
(10/10/67)

4216.16

Personnel
Teacher Aides

1. In the absence of the teacher, for any reason, the nonprofessional may not assume or be assigned the responsibilities reserved for teachers.

2. Nonprofessionals may not be given independent responsibility for classroom management and organization.

3. The nonprofessional may not function in a normal classroom helping role if a certified teacher is not available for direction and guidance.

Adapted from: Hale, J. M. (1972). Administrator's guide to training paraprofessionals. Englewood Cliffs, New Jersey: Prentice-Hall.

Exhibit 2

SAMPLE INTERVIEW AND SELECTION QUESTIONS

Instructions: *The interview is designed to gather information about the applicant's background, skills, and attitudes. In addition, the interview allows the applicant an opportunity to learn about the program goals and the particular job requirements. Listed below are items that should be included in the interview.*

1. **Questions should be directly related to the applicant's ability to do the job.** Questions concerning marital status, church affiliation, or other factors are inappropriate.

2. **Ask about the applicant's previous work experience.** The paraprofessional may bring in a variety of skills into the classroom that can benefit both the teacher and the students.

3. **Ask about the applicant's hobbies and interests.** He or she may have valuable skills in areas the teacher may want to introduce.

4. **Ask about the applicant's previous experience with children.** Previous experience working with children, for example Girl Scouts, Boy Scouts, 4-H, etc., can be a most valuable asset in the classroom.

5. **Inquire about the applicant's attitude toward school.** The paraprofessional should have a positive regard for learning and school. An applicant who feels that his or her own school experience was largely a waste of time, or was a poor student, may be unsuited for paraprofessional work.

6. **Ask the applicant why he or she wants to be a paraprofessional.** Negative, self-directed answers such as "I can't go to college and I don't have anything else to do" or "The hours aren't so bad" may reflect selfish and negative attitudes toward the children. The attitude the applicant displays in the interview may be the same one he or she will present in the classroom.

7. **Describe the general operation of the classroom.**

8. **Outline the major duties of a paraprofessional in the program.**

9. **Explain employee benefits.** Explain such items as the pay schedule, sick leave, vacations, and holidays, starting day and time, and the length of the school day.

10. **Give the applicant an opportunity to ask questions.** Remember that while the teacher is judging the applicant, the applicant is also judging the organization and content of the program.

From: Boomer, L.W. (1980). Special education paraprofessionals: A guide for teachers. Teaching Exceptional Children, Summer, 146-149.

Exhibit 3

APPLICATION FOR TEACHER AIDE

Please Print: Date _____ 19 __

Name: _____ _____ _____
(First) (Middle) (Last)

Present Address: _____ _____ ____ ____
(Street) (City) (State) (Zip)

Telephone _____ Work Telephone _____ Social Security Number _____

INSTRUCTIONS: *Be sure to supply ALL information. Filing of this application implies the acceptance of the Rules and Regulations of the Lincoln Board of Education. This application will be kept active for one year. It may be renewed upon written request.*

Position You Are Applying For: 1. _____ 2. _____

Check Preference: 3 Hrs._____ 4 Hrs._____ 6 Hrs. or more_____

Area of city preferred: 1. _____ 2. _____

Would work with Special Ed. Students? ___Yes ___No If yes, describe any restrictions regarding lifting.

PERSONAL DATA: Required for Applicants

If employed, state present position _____ Present Salary _____

If employed, when will you be available? _____ Salary Expected _____

State reasons for desiring a change _____

EDUCATIONAL PREPARATION: (Circle highest attained)

Grade completed 10 11 12 College 1 2 3 4 Date of graduation _____

Name of college or technical school _____ Major _____

Night school, business, correspondence, technical or apprentice work:

Completion of Degree ____Yes____No Dates attended: ____ To: _____

SKILLS:

Typing _____ Office Machines _____ Computer _____

A6

EMPLOYMENT RECORD

Employer: _____

Dates of Employment: __/__/__ To: __/__/__

Job Title: _____

Employer Address: _____ Hours per week: _____

Supervisor's Name: _____

Reason for leaving: _____

Employer: _____

Dates of Employment: __/__/__ To: __/__/__

Job Title: _____

Employer Address: _____ Hours per week: _____

Supervisor's Name: _____

Reason for leaving: _____

REFERENCES

	Name	Title	Complete Address	Telephone
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

I, the undersigned, am aware that former employers will be contacted for information concerning my work with them, that personal references will be checked. I further understand that, if reports are satisfactory, I will be employed for a probationary period of three months and that, if my work is satisfactory, I will then continue on a regular basis.

I have completed this application to the best of my ability and do swear that all information stated herein is accurate.

_____ _____

(Signature) (Date)

Adapted from Lincoln Public Schools, Lincoln, Nebraska

Exhibit 4

ADDITIONAL TEACHER AIDE APPLICATION INFORMATION

Instructions: *This form is designed to gather information which will be helpful in making hiring decisions and in placing prospective teacher aides in appropriate classroom settings.*

Volunteer Activities

Activity	Location
_____	_____
_____	_____
_____	_____

Experience working with children (other than your own)

_____

_____

_____

Clerical Skills

Typing _____ Office Machines _____ Computer _____

Preference (please check)

Regular Classroom _____ Orthopedically Handicapped _____ Preschool _____
Special Education _____ Media _____

Special talents or interests

Arts _____ Music _____ Storytelling _____Crafts _____ Games/Recreation _____

Comments

_____

_____

_____

Adapted from Lincoln Public Schools in Lincoln, Nebraska

Exhibit 5

SAMPLE EDUCATIONAL AIDE CONTRACT

In accordance with the Salary Program adopted at the June 3, 19__, Board of Education Meeting, your wage for the 19__-19__ School Year has been adjusted to an hourly rate of $_____.

Hourly employees who work twenty (20) hours or more per week on a regular basis are entitled to a Leave Benefit (sick and approved personal) of three (3) days per year cumulative from year to year. New employees are eligible for Leave after ninety (90) days of employment.

Hourly employees who work twenty (20) hours or more per week on a regular basis have the option to purchase Blue Cross/Blue Shield Insurance on the District Policy through payroll deduction. If you have any question, please call personnel.

The beginning and ending dates, conference dates, and workshops will vary from building to building and will need to be worked out with your Principal. Your vacation schedule will coincide with the 19__-19__ School Calendar as follows:

AUGUST 26----------School Opening	JANUARY 16---------End of Sem.
SEPTEMBER 2----------Labor Day	MARCH 27-APRIL 1-Spring Break
OCTOBER 24-25----------Teachers Convention	MAY 26----------Memorial Day
NOVEMBER 28-29----------Thanksgiving	JUNE 5----------End of Year
DECEMBER 23-JANUARY 5-Winter Vacation	JUNE 6----------Record Day

We look forward to your continued service to School District 66. If you have any questions, please contact me. Please sign and this letter to Personnel by _____, 19__.

Sincerely,

Assistant Superintendent,
Personnel

NAME/SCHOOL _____ NO. OF HOURS ____ SALARY _____

LEAVE DAYS ACCUMULATED _____ + 3 = TOTAL

I accept the position listed above for the 19__-19__ School Year. I understand that I am not scheduled to work during the vacation periods as set by the Board of Education.

_____YES, I accept the assignment as stated above

_____SORRY, my plans have changed and I do not plan to return

DATE ___/___/___ SIGNATURE _____

Adapted from Westside Community Schools, Omaha, Nebraska

Exhibit 6

SAMPLE CONFIRMATION LETTER

Educational Service Unit #9
1117 East South Street
P.O. Box 2047
Hastings, Nebraska 68901-2047

Dear _____:

Enclosed please find three copies of the employment contract with the Educational Service Unit No. 9.

If you elect to continue employment with ESU #9 under the terms and conditions set forth in Unit Policy and the Non-Certificated Employee's Employment Contract, please sign all copies and return two copies to this office. Retain one copy for your records. Please return contracts by _____

If you have questions, please contact this office.

Respectfully,

Administrator

Attachment

Adapted from Educational Service Unit #9, Hastings, Nebraska

A10

Exhibit 7

NON-CERTIFIED EMPLOYEE'S EMPLOYMENT CONTRACT

The Educational Service Unit #9 and _____(the employee) herewith jointly covenant and agree that the employee shall be employed by the Unit from _____ to _____, subject to terms and conditions herinafter listed.

1. Employee shall exert his/her best effort as _____ toward the interests of the Unit.

2. Employee shall be compensated _____ (hourly, daily, weekly, monthly) at a rate of_____, such compensation to be paid on the _____ day of the month.

3. Insurance and fringe benefits shall be specified by Board Policy.

4. Employee or the Unit may, upon 14 calendar days written notice , cancel this agreement.

5. Employee will perform such duties as are assigned by any superior designated by the Unit Administration or his or her designee without regard to any title or original assignment under this instrument.

6. Nothing herein shall be construed to vest any right in employee to employment by the Unit in any capacity other than as herein specifically provided.

Dated the _____ day of _____, 19 ____.

_____ _____

(Employee) (Authorized Representative of ESU #9)

Adapted from Educational Service Unit #9, Hastings, Nebraska

Exhibit 8

HOURLY AGREEMENT - TEACHER AIDE

This agreement by and between the Board of Education of The School District of the City of Lincoln in the County of Lancaster in the State of Nebraska, first party, and second party, hereinafter named, WITNESSETH:

1. That second party named on the Personnel Action Form has been elected to a position as a teacher aide in the public schools of the City of Lincoln, Nebraska; that this appointment is made and accepted subject to assignment when and where needed, as the superintendent of schools may direct. This agreement is subject to the provisions of the school employees' state retirement law, Sections 79-1601 to 79-1553, R.R.S. 1943, and the Federal Insurance Contribution Act.

2. The salary, which shall begin when duties are actually assumed by second party under this agreement, shall be determined according to terms stated on the Personnel Action Form (PA).

3. First party may terminate this agreement upon at least two weeks of advance notice; that second party may be released upon two weeks of advance notice in writing.

4. That a retirement age of 70 years has been fixed by act of the Board of Education and is applicable to second party under this contract.

5. It is agreed that the Board of Education may require from time to time such physical examinations, tests and proofs of physical and mental fitness as it deems necessary in accordance with its rules and regulations.

6. It is understood that employees of the Board of Education work under the provisions of the Nebraska Workmen's Compensation Law. Section 48-120 provides, in part, that an employee who incurs an accident while on duty in the schools may receive benefits of compensation only if he uses the services of physicians approved by the Board of Education. In case of injury, immediately notify the Office of Business Affairs for direction.

7. It is also agreed that this contract is subject to all rules and regulations adopted by the Board of Education of the Lincoln Public Schools.

This agreement is made in parts marked "Original" and "Duplicate," and shall become binding if and when signed by the parties hereto and the "Original" copy hereof is returned to the Personnel Office within 10 days of date below.

Signed this _____ day of _____, 19__

_____
Assistant Superintendent for Personnel and
as authorized by the Superintendent of Schools
and the Board of Education For First Party

_____
For Second Party

_____
Address

Adapted from Lincoln Public Schools, Lincoln, Nebraska

Exhibit 9

SAMPLE SALARY SCHEDULES FOR PARAPROFESSIONALS

Instructions: *The following two samples are hypothetical salary scales based on experience and training. Additional skills and experience receive additional compensation.*

Sample 1
Experience Based Salary Scale

	RESOURCE ROOM	MILD/MODERATE ROOM	SEVERE/PROFOUND ROOM
Step 1	4.20	4.45	4.75
Step 2	4.35	4.60	4.90
Step 3	4.50	4.75	5.05
Step 4	4.65	4.90	5.20
Step 5	4.80	5.05	5.35
Step 6	4.95	5.20	5.50

Sample 2
Training Based Salary Scale

Level 1 - Paraprofessional who is in his/her first year of employment in the district and/or has received up to 20 hours of approved inservice training or college credit.

Level 2 - Paraprofessional who is in his/her second to fourth year of employment in this district and/or has received up to 35 hours of approved inservice training or college credit.

Level 3 - Paraprofessional who is in his/her fifth or more year of employment in this district and/or has received more that 45 hours of approved inservice training or college credit.

	Level 1	Level 2	Level 3
Step 1	4.20	4.75	5.30
Step 2	4.30	4.85	5.40
Step 3	4.40	4.95	5.50
Step 4	4.50	5.05	5.60
Step 5	4.60	5.15	5.70
Step 6	4.70	5.25	5.80

Exhibit 10

ETHICAL CONSIDERATIONS FOR PARAPROFESSIONALS

...Engage only in non-instructional or instructional activities in which qualified or trained.

...Discuss a child's progress, limitations, and/or educational program only with the supervising teacher.

...Discuss school problems and confidential matters and administrative and school problems only when students are absent.

...Express differences of opinion with the supervising teacher only when the students are absent from the room.

...Respect the dignity and self worth of all students.

...Do not engage in discriminatory practices based on a student's handicap, race, sex, cultural background, or religion.

...Responsible to see that the best interests of individual students are met.

...Serve as a positive role model

...Engage in behavior management strategies which are consistent with standards established by the local school district.

...Follow the grievance procedures outlined by the local school district.

...Do not communicate progress or concerns about students to parents.

From Vasa, S.F., Steckelberg, A.L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Appendix B

Utilization of Paraprofessionals

Exhibit 1 - Special Education Paraprofessional Roles and Responsibilities B3

Exhibit 2 - Sample Job Description for a Special Education Teacher Aide..... B5

Exhibit 3 - Job Description B7

Exhibit 4 - Job Description for Teacher Aides in the Resource Room..... B9

Exhibit 1

SPECIAL EDUCATION PARAPROFESSIONAL ROLES AND RESPONSIBILITIES

Instructions: *The following guidelines for the roles and responsibilities can be used to help clarify the duties of the paraprofessional. This example compares and contrasts the duties of both the paraprofessional and the teacher . The duties that have been included are samples of appropriate responsibilities. These duties may vary considerably depending on the situation.*

ROLE - The special education paraprofessional's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge. By fulfilling this role, improved instruction and service for children is facilitated. The roles of the teacher and the paraprofessional require different levels of training and experience.

RESPONSIBILITIES - The responsibilities of paraprofessionals are generally supportive in nature. The supervising teacher assumes primary responsibility for students and classroom.

Supervising Teacher	Paraprofessional
1. Diagnoses educational needs.	1. Scores and compiles data associated with informal assessment.
2. Plans instructional programs.	2. Assists with the planning process; copies, transcribes, types, files, etc.
3. Grades student performance.	3. Checks and scores student work.
4. Takes complete responsibility for new concepts, skills and each new classroom activity.	4. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.
5. Revises instructional programs.	5. Monitors student progress in instructional programs and relates findings to supervising teacher.
6. Designs instructional materials.	6. Constructs materials designed by the supervising teacher.
7. Designs and implements behavior intervention plans.	7. Monitors and reinforces student performance concerning behavioral interventions through observation; assumes data collection, compilation and other record keeping duties.
8. Communicates with parents.	8. Maintains records associated with parent conferencing procedure, confirms dates, etc.
9. Responsible for discipline.	9. Disciplines students following behavior management techniques set up by the supervising teacher.

10. Attends inservice meetings.	10. Attends professional development meetings for paraprofessionals.

In addition, the paraprofessional's duties are restricted by law. Listed below is a list of do's and don'ts for the paraprofessional.

Paraprofessional may:	Paraprofessional may not:
1. Be left alone in the classroom, in a planned way, when the supervising teacher is called away.	1. Be used as a substitute for certified teachers.
2. Work without direct supervision with individuals or groups of students on concepts introduced by the supervising teacher.	2. Teach completely new concepts and skills.
3. Have specific instructional and management responsibility for students.	3. Be given primary responsibility for working with individual students.
4. Be involved in student staffings.	4. Be assigned to attend student staffings in lieu of the supervising teacher.
5. Be used to support the integration of exceptional students in regular classes by tutoring students in regular class assignments and giving tests orally.	5. Be given primary responsibility for the mainstreaming effort of one or more students or used to teach regular curriculum content to nonhandicapped students.
6. Be assigned record keeping tasks relevant to classroom assignment.	6. Be used to carry out clerical responsibilities usually assigned to other staff members in the building.
7. Aide the teacher in supervising assemblies and group field trips. Take individual students on school related errands, job interviews, recreation, or shopping.	7. Take full responsibility for supervising field trips, assemblies or to take other non-teaching duties usually assigned to teachers, e.g., extra duty, school related errands, and school clubs.

Adapted from Lowell Alexander, Wyandotte County Special Education Cooperative in Kansas City, Kansas

Exhibit 2

SAMPLE JOB DESCRIPTION FOR A SPECIAL EDUCATION TEACHER AIDE

Instructions: *This sample description has several unique aspects. Duties which aides may and may not carry out are specified. In addition it outlines the approximate amount of time to be spent in various types of activities. Finally both evaluation and supervision parameters are discussed.*

Job Title: Special Education Teacher Aide

Job Requirements

1. Evidence of good mental and physical health
2. Correct articulation and language use
3. Attend and meet success criteria of required training program
4. Eighteen years of age or older

Duties

1. The aides will:
   a. Carry out remedial or developmental activities as directed by the certificated person in charge,
   b. Measure and chart behavior for each target as directed by the person in charge,
   c. Assist teachers and specialists in collection and preparation of instructional materials and equipment,
   d. Record session effectiveness,
   e. Maintain a time log of activities,
   f. Maintain good public relations with parents and staff.

2. They will not:
   a. Engage in diagnostic activities,
   b. Make prescriptive judgements,
   c. Relieve any certificated person or professional of supervisory duties,
   d. Be utilized in any activities with children other than those designated in the project,
   e. Disseminate information regarding children without permission of the specialist or teacher.

Approximate Division of Time (based on 30-hour week)

Task	Percent
1. Direct work with children:	70
2. Record keeping:	5
3. Reporting to teacher or specialist:	5
4. Receiving and discussing assignments:	10
5. Inservice training:	5
6. Preparation of materials and equipment:	5

B6

Evaluation

1. The aides will be evaluated at least once each nine weeks.
2. A teacher or specialist will conduct the evaluation.
3. The evaluation will be based on an objective measure of completion of assigned duties, criterion 95%, on a subjective rating scale 0-10, criterion 6.0.
4. Failure to meet criteria more than once a year will lead to dismissal.
5. The evaluator will discuss the evaluation results with each aide and school principal (or other appropriate administrator) in matters pertaining to district policy.

Supervision

1. The aides will be directly responsible to the teacher or specialist in instructional and support role matters.
2. The aides will be responsible to the building administrators in matters pertaining to district policy.
3. The aides will be responsible to the appropriate member of the administration in matters that are not clearly defined in (1) or (2) above.

From: Hiltbrunner, C. L. Using instructional aides with exceptional children. Slow Learner Workshop, 1976.

Exhibit 3

JOB DESCRIPTION

TITLE: Special Education Paraprofessional

DEFINITION: An instructional paraprofessional is one who is assigned to assist and support the teacher, but who does not assume the primary responsibility for the classroom. This definition also applies to those paraprofessionals who may hold degrees and certificates.

PURPOSE: To improve the quality of the educational program offered exceptional children by freeing the instructor to:

1. Diagnose the needs of children with devices and unique learning styles.
2. Plan and implement activities to meet the needs of a broad range of exceptional children.
3. Evaluate and redirect instructional programs as needed.

QUALIFICATIONS: Prefer high school diploma. Prefer resident of county in which employed.

EXPERIENCE: Preference given to those with classroom experience as a special education paraprofessional or experience within the special education field or with handicapped children.

PRIMARY FUNCTION: To assist in implementing a program for special education students.

IS ACCOUNTABLE TO: The assigned supervising teacher, the special education director, and in a lesser capacity, to the building principal, and ultimately the board of education.

MAJOR PERFORMANCE RESPONSIBILITIES: The paraprofessional will:

1. Assist or directly carry out educational activities designed by the instructor.
2. Work with (tutor) individual pupils.
3. Work with small groups.
4. Drill the entire class on follow-up or reinforcement activities.
5. Assist in duplicating materials for the instructor for use in the classroom.
6. Correct papers and check the work of students.
7. Assist with classroom housekeeping chores.
8. Prepare instructional aids, games, and bulletin boards at the discretion of the instructor.
9. Perform various clerical duties within the classroom.
10. Supervise students on buses and at dismissal and on field trips.
11. Supervise job training.
12. Assist in carrying out programs set up by support personnel (OT, PT, speech).

COLLATERAL BENEFITS: Benefits are based on school board policy regarding mileage, conventions, fringe benefits, and sick leave. (Half-time paraprofessionals receive one-half fringe and sick leave benefits).

B8

EVALUATION: Evaluation is conducted by the supervising teacher on paraprofessional evaluation form which relate to job description objectives. Minimum standards of evaluation: Once each month. May be conducted at any time and as often as evaluator deems necessary.

TERMINATION OF EMPLOYMENT: Employment may be terminated upon two weeks' notice by either party at any point in time, with the approval of the Director and school board.

From Doniphan County Education Cooperative #616, Bendena, Kansas.

Exhibit 4

JOB DESCRIPTION FOR TEACHER AIDES IN THE RESOURCE ROOM

I. Responsibilities to Resource Specialist

A. Clerical
   1. Keeping daily attendance
   2. Recording grades
   3. Correcting papers
   4. Help maintain physical classroom environment, e.g., bulletin boards
   5. Inventorying materials
   6. Getting out and putting away instructional materials
   7. Making instructional materials
   8. Caring for and operating audiovisual equipment

B. Instructional
   1. Carrying out instructional activities as planned by the teacher
   2. Assisting the teacher in classroom behavior management as designated by the teacher
   3. Providing objective feedback to teacher on student progress and behavior
   4. Carrying out specific activities with students mainstreamed into regular classes as directed by the resource specialist

II. Responsibilities to Classroom Teacher

A. Maintaining effective communication with teachers
B. Providing feedback to teacher on progress of students tutored in the regular classroom

III. Responsibilities to the Student

A. Establishing a positive working relationship with students
B. Giving directions to students in an understandable way
C. Locating and using designated materials
D. Providing student with feedback and reinforcement on his or her performance consistent with teacher's behavior management plan

IV. Responsibility to the Administration

A. Follow all rules and regulations relating to school and district policies:
   1. Know and use chain of command for requests and grievances
   2. Be responsible in the use of time
   3. Know and follow emergency procedures
   4. Know and keep school schedules and procedures
   5. Complete material and supply requisitions
   6. Be familiar with the discipline philosophy and procedures

B. Know and follow the goals and job descriptions of a paraprofessional
C. Maintain ethical standards and code of dependability as expected of all professionals

From Vasa, S.F., Steckelberg, A.L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Appendix C

Paraprofessional Training Programs

Exhibit 1 - On-the -Job Training Planning Guide C3

Exhibit 2 - Paraprofessional Needs Assessment..... C4

Exhibit 3 - Survey Regarding Resource Teacher Aides C5

Exhibit 4 - Needs Assessment..... C6

Exhibit 5 - Sample Preservice Orientation Program C7

Exhibit 6 - Preservice Education Agenda..... C10

Exhibit 7 - Competency Based Paraprofessional Training Program C12

Exhibit 8 - Training Program Recording Form C16

Exhibit 1

ON-THE-JOB TRAINING PLANNING GUIDE

Instructions: *This document was developed to provide a systematic and accountable training program for paraprofessionals while they are on the job. The guide is meant to be an ongoing document for adding training goals and objectives to paraprofessional training throughout the school year.*

ASSESSMENT OF PARAPROFESSIONAL NEEDS:

Interests:

New Assignments/Responsibilities:

School Policies/Assignments:

Skills (Classroom Management, Tutoring, Organization, Communication, etc.):

ANNUAL GOALS:

1.

2.

3.

SHORT TERM OBJECTIVES	CLASSROOM ACTIVITIES	EVALUATION
1.		
2.		
3.		
4.		
5.		

Exhibit 2

PARAPROFESSIONAL NEEDS ASSESSMENT

Instructions: *This is a sample needs assessment to provide information to professional staff about potential in-service training activities for paraprofessionals. The instrument is designed for ease of administration and minimal staff time.*

ROLES AND RESPONSIBILITIES FOR PARAPROFESSIONALS

_____ Role in Individual Educational Plan development
_____ Historical development of the paraprofessional movement
_____ Roles of specialized paraprofessionals
_____ Role of paraprofessional in special education

DISCIPLINE/BEHAVIOR MODIFICATION/MOTIVATION

_____ Managing student behavior
_____ Dealing with aggressive behaviors
_____ Using games to increase learning and motivation

COMMUNICATION

_____ Effective communication with teachers, administrators, parents, and students
_____ Dealing with conflict

INSTRUCTION TECHNIQUES

_____ How to collect and record data on student progress
_____ Operation of audio-visual equipment
_____ Individual learning styles
_____ Tutoring skills and implementing lesson plans

HEALTH/SAFETY/SPORTS

_____ Emergency first aid
_____ Communicable diseases in the classroom
_____ Identifying abused children
_____ Sports for the handicapped/Special Olympics

PHYSICAL/OCCUPATIONAL/OTHER CONCERNS

_____ Assisting the physical/occupational therapist
_____ Corrective positioning
_____ Feeding techniques
_____ Toileting methods

SPEECH/LANGUAGE/HEARING THERAPY

_____ Sign language
_____ Language support in the classroom
_____ Assisting the speech/language pathologist
_____ Assisting the school audiologist

OTHER CONCERNS

_____

_____

Adapted from Sumner County Educational Services Interlocal, District #619 in Wellington, Kansas.

Exhibit 3

SURVEY REGARDING RESOURCE TEACHER AIDES/PARAPROFESSIONALS IN SPECIAL EDUCATION

Instructions: *Please circle the response to each item which indicates your opinion of the level of training you have received in each of the following areas: (KEY: 1=Inadequate, 2=Less than adequate, 3=Adequate, 4=More than adequate, 5=Most adequate)*

1. School policies	1 2 3 4 5
2. Legal and ethical issues of being a paraprofessional	1 2 3 4 5
3. Job role expectations and responsibilities of a paraprofessional	1 2 3 4 5
4. Knowledge of students' handicapping conditions	1 2 3 4 5
5. Techniques of behavior management/physical control	1 2 3 4 5
6. Student tutoring techniques	1 2 3 4 5
7. Construction and use of instructional materials	1 2 3 4 5
8. First aid and safety	1 2 3 4 5
9. Monitoring students	1 2 3 4 5
10. Handling confidential information	1 2 3 4 5

Adapted from Educational Service Unit No. 9, Hastings, Nebraska.

Exhibit 4

NEEDS ASSESSMENT

Instructions: *Please indicate your level of interest or need for preservice or inservice training in the following areas:*

	Need/Interest None	Some	Much
1. Knowledge of handicapping condition of students with whom you work	____	____	____
2. Knowledge of specific job responsibilities and duties	____	____	____
3. Provide written or verbal feedback to classroom teachers on student progress (includes charting or graphing)	____	____	____
4. Knowledge of code of ethics (i.e., what to say or not to say to parents/staff about a student)	____	____	____
5. Carry out instructional strategies for individual students, using specific classroom materials	____	____	____
6. Competence in implementing behavior management strategies for individual students	____	____	____
7. Knowledge of special education program goals	____	____	____
8. Familiarity with school policies (i.e., supervision, salary, hours, liability)	____	____	____
9. Ability to handle emergency situations (first aid, fire drills)	____	____	____
10. Knowledge of audio visual equipment, adaptive equipment, and school facilities	____	____	____

Are there any other areas in which training would be beneficial? Please identify:

_____

_____

_____

THANK YOU!

Adapted from Westside Community Schools, Omaha, Nebraska.

Exhibit 5

SAMPLE PRESERVICE ORIENTATION PROGRAM

Instructions: *This sample program was developed as part of a course requirement in Special Education 988, Resource Personnel as Consultants, the University of Nebraska-Lincoln, in the spring of 1979. The staff development specialist is responsible for coordinating the training program.*

OBJECTIVES OF A PARAPROFESSIONAL TRAINING PROGRAM

The paraprofessional will:

1. be able to define his/her job description verbally or in writing;
2. know the ethical standards and code of dependability as set forth in the school policies manual;
3. be familiar with the school facilities relating to their job and will be provided with information about the remaining facilities;
4. demonstrate the appropriate procedure for using audio-visual equipment and duplicating instructional materials;
5. demonstrate skills in handling emergencies in simulation, such as fire drills, first aid:
6. be skilled in behavior management strategies and demonstrate skill in role-playing situations;
7. know classroom rules and consequences of inappropriate behavior;
8. communicate the philosophy of a paraprofessional's goals and purposes;
9. demonstrate skills necessary in carrying out instructional strategies and clerical responsibilities in the classroom;
10. be able to provide accurate written feedback to the teacher on student progress and behavior to enable the teacher to prescribe a suitable learning activity; and
11. state verbally the program goals for the special education department.

TRAINING PROGRAM ACTIVITIES

Large Group Activities

The paraprofessional trainees will:

1. meet with a school administrator to discuss the ethical standards and code of dependability of their position;

2. receive a tour of school facilities led by a school administrator
   a. The administrator will identify areas important for all school personnel to know.
   b. The administrator will acquaint the trainees to the school schedule, school routine, school dress code, etc.;

3. be given instruction by media specialist about the appropriate procedures in checking out equipment;

4. receive instruction in behavioral management strategies to include positive reinforcement, negative reinforcement, extinction, etc. ;

5. receive instruction on due process, school policy and the philosophy behind the school's discipline approach;

6. meet with the program coordinator to discuss the goals and purposes of the position with the trainees; and

7. meet with the school nurse to discuss emergency health treatment and learn about the referral system for any health problems.

Small Group Activities

The paraprofessional trainees will:

1. discuss alternative and appropriate responses when given ethically compromising situations;

2. demonstrate and/or discuss appropriate actions when given emergency situations;

3. respond with appropriate behavior management techniques when presented with simulations of inappropriate behavior; and

4. accurately report, in writing, the observable behaviors presented in the simulation in activity 3.

Individual Activities

The paraprofessional trainee will:

1. receive a written job description from the teacher, and have an opportunity to react to and discuss the job description;

2. receive a tour by the supervising teacher of the school facilities directly related to the specific position;

3. receive a written list of the classroom rules and discuss with the teacher the consequences of behavior inconsistent with these rules;

4. receive instruction from the teacher related to materials and instructional materials;

5. receive instruction from the teacher concerning clerical responsibilities; and

6. receive instruction from the teacher concerning ways to give feedback on student learning and behavioral performance.

Evaluation of Trainee's Performance

The paraprofessional trainee will:

1. be evaluated in the following categories -
   a. personal willingness to learn and participate
   b. courtesy and personal behavior habits
   c. attitude response to emergencies and new ideas
   d. relating with children;

2. show an understanding in the areas of behavior management strategies, learning theory, individualized tutoring techniques, and role description;

3. demonstrate an understanding of the ethics and responsibilities of the position; and

4. be able to demonstrate competence in operating audio-visual and duplicating equipment.

From course materials, Special Education 988, Resource Personnel as Consultants, Department of Special Education and Communication Disorders, University of Nebraska-Lincoln, 1979.

Exhibit 6

PRESERVICE EDUCATION AGENDA
(5-day Workshop)

Instructions: *The following outline describes a five day workshop designed to be delivered to paraprofessional prior to the beginning of the school year.*

Theme: Paraprofessionals Preservice Workshop
Participants: Paraprofessionals

FIRST DAY

Objectives:	1. Overview - Special Education 2. Define the role of the paraprofessional
8:30-9:30	Opening sessions - Orientation to workshop
9:30-11:00	Discussion work groups - Paraprofessionals, by assigned area of exceptionality, meet with appropriate coordinator. Task is to gain specific knowledge regarding area of exceptionality to which the paraprofessional has been assigned.
11:00-11:45	Summary session - Each group presents any common concerns that might affect the entire group.
1:00-4:00	Role of the paraprofessional - Paraprofessionals participate in small group discussion regarding duties and responsibilities.
4:00-4:45	Summary session - Coordinators present common concerns brought up in the previous session.

SECOND DAY

Objectives:	1. Defining the role of the paraprofessional (continued) 2. Introducing the paraprofessional's responsibilities
8:30-10:00	Role of the paraprofessional (continued) - Small group discussion regarding policies and procedures; job ethics; do's and don'ts; the instructional team; relationship with students, parents, teachers, and administrators.
10:00-12:00	Introduction to classroom responsibilities - Small group discussion regarding behavioral areas; academic areas; child growth and development; lesson planning; classroom management.
1:00-4:00	Visitation to assigned schools or special centers - Individuals visit the sites where they are to be assigned for a general orientation and visit with personnel.

THIRD DAY

Objectives:	1. Information session 2. Assigning buddies
8:30-12:00	General sessions - Personnel matters: licensing, benefits, school calendar; payroll; administrative considerations; school-community relations; in-house communications.
1:00-3:00	Assigning buddies - Each paraprofessional is assigned an experienced buddy for a do's and don'ts session.
3:00-4:00	Summary session - Paraprofessionals share concerns of interest to the entire group.

FOURTH DAY

Objectives:	1. Discussing inter-agency cooperation 2. Identifying community resources
8:30-9:30	General session - Inter-agency cooperation
9:30-12:00	Carousel (round-robin) sessions - Small group sessions conducted by representatives of various community allied agencies, e.g., human resources, natural resources, family and children's services vocational rehabilitation, etc. Paraprofessionals rotate in small groups until all agencies have been covered.
1:00-4:00	Visitation to selected community allied agencies

FIFTH DAY

Objectives:	1. Discussing school system support services 2. Introducing simulation activities 3. Reporting to assigned classroom stations
8:30-9:30	General session - Overview of support services available to children in special education; e.g., physical, occupational, art, music, and speech therapy .
9:30-12:00	Simulation activities - Simulations of typical classroom situations that the paraprofessional might encounter.
1:00-4:00	Reporting to assigned school or center.

Adapted from Greer, J.V. (1978). Utilizing paraprofessionals and volunteers in special education. Focus on Exceptional Children, 10(6), 1-15).

Exhibit 7

COMPETENCY BASED PARAPROFESSIONAL TRAINING PROGRAM

Instructions: *Following is a menu-type approach to a comprehensive training program for paraprofessionals in special education. The topics are presented in module form and are adapted from a paraprofessional training program from the Wyandotte County Special Education Cooperative in Kansas City, Kansas.*

MODULE I - ORIENTATION

A. JOB EXPECTATIONS AND TRAINING

The paraprofessional will:

1. demonstrate familiarity with the school handbook and their written job description;
2. demonstrate a knowledge of what training expectations are required; and
3. submit a training plan as required.

B. IMPROVING TEACHER/PARAPROFESSIONAL RELATIONSHIPS

The paraprofessional will:

1. demonstrate knowledge of how to improve communication skills;
2. demonstrate an effort to get to know the lead teacher by conducting an interview and documenting responses;
3. along with the lead teacher, correctly respond to simulated situations that depict role conflicts; and
4. along with the lead teacher, discuss behavior management strategies that the lead teacher uses. The paraprofessional will demonstrate knowledge of correct discipline measures through role playing activities.

C. BASIC EMERGENCY PROCEDURES

The paraprofessional will:

1. demonstrate understanding about emergency procedures;
2. demonstrate knowledge of three types of seizures and procedures to follow; and
3. demonstrate knowledge of school disaster and fire drill procedures.

MODULE II - INSTRUCTIONAL TECHNIQUES

A. BASIC SKILLS OF INSTRUCTION

The paraprofessional will:

1. demonstrate good tutoring skills when given a simulated situation; and
2. demonstrate correct reinforcement, correction, and cueing techniques.

B. EFFECTIVELY UTILIZING AUDIO AND VISUAL MEDIA FOR INSTRUCTION C13

The paraprofessional will:

1. demonstrate the appropriate use of audio visual equipment; and
2. demonstrate knowledge of how to use the instructional media center.

MODULE III - ASSESSMENT RESPONSIBILITIES

A. ASSESSMENT, MONITORING, AND EVALUATION OF THE SPECIAL EDUCATION STUDENT

The paraprofessional will:

1. list those roles of assessment and evaluation that are appropriate for a paraprofessional; and
2. identify and demonstrate informal assessment techniques.

MODULE IV - COMMUNICATION SKILLS

A. WRITTEN AND ORAL COMMUNICATION

The paraprofessional will:

1. demonstrate ability to write observational summaries; and
2. demonstrate an ability to give verbal reports of observations.

B. TECHNIQUES TO IMPROVE COMMUNICATION

The paraprofessional will:

1. list and explain elements of good communication and factors that cause poor communication; and
2. identify important listening skills.

MODULE V - ETHICAL AND LEGAL RESPONSIBILITIES

A. THE PARAPROFESSIONAL ROLE WITH CONFIDENTIAL INFORMATION

The paraprofessional will:

1. list types of information that are confidential;
2. correctly respond to simulated situations depicting confidentiality issues; and
3. list the school regulations regarding the storage and use of confidential files.

B. KNOWLEDGE OF STATE AND FEDERAL LAWS REGARDING THE HANDICAPPED

The paraprofessional will:

1. demonstrate an awareness of Federal and state laws that protect the handicapped and their families.

C14

C. PARAPROFESSIONAL'S ROLE IN THE SCHOOL

The paraprofessional will:

1. demonstrate an awareness of state and school guidelines regarding the role of a paraprofessional.

MODULE VI - DISCIPLINE ALTERNATIVES

A. CLASSROOM MANAGEMENT STRATEGIES

The paraprofessional will:

1. demonstrate knowledge of specific behavior management strategies;
2. explain the use of behavior management strategies in simulated activities;
3. demonstrate a knowledge of school policies relating to discipline;
4. demonstrate the ability to recognize danger signals that a student is losing control, when given a simulated situation;
5. demonstrate a knowledge of when it is appropriate to use restraining techniques, when given a simulated situation; and
6. demonstrate appropriate restraining techniques, when given a simulated situation.

B. SELF-CONCEPT

The paraprofessional will:

1. demonstrate knowledge of how self-concept is enhanced; and
2. demonstrate techniques to improve self-concept.

MODULE VII - MEDICAL ASPECTS OF THE EXCEPTIONAL CHILD

A. MEDICATION AND THEIR EFFECTS

The paraprofessional will:

1. demonstrate knowledge of the policies regarding medications; and
2. demonstrate knowledge of side effects of various commonly prescribed medications for special needs students.

TRAINING DOCUMENTATION FORM FOR COMPETENCY BASED PROGRAM C15

Name _____ Phone _____

Address _____

School Assignment _____ Level _____

Supervising Teacher _____ Area _____

Years in Current Setting _____ Year Hired _____ Degree _____

Hours of Preservice Training _____ Inservice Hours Completed _____

MODULE I - ORIENTATION:

Hours: _____
Hours: _____
Hours: _____
Hours: _____

MODULE II - INSTRUCTIONAL TECHNIQUES:

Hours: _____
Hours: _____
Hours: _____

MODULE III - ASSESSMENT RESPONSIBILITIES:

Hours: _____
Hours: _____

MODULE IV - COMMUNICATION SKILLS:

Hours: _____
Hours: _____
Hours: _____

MODULE V - ETHICAL AND LEGAL RESPONSIBILITIES:

Hours: _____
Hours: _____
Hours: _____
Hours: _____

MODULE VI - DISCIPLINE ALTERNATIVES:

Hours: _____
Hours: _____
Hours: _____

MODULE VII - MEDICAL ASPECTS:

Hours: _____
Hours: _____

Adapted from Wyandotte County Special Education Cooperative in Kansas City, Kansas.

Exhibit 8

TRAINING PROGRAM RECORDING FORM

Instructions: ***The training program is designed to be used in conjunctionwith a competency based training program. The form provides a means of record keeping and accountability regarding paraprofessional completion of training competencies. The advantage of this type of form is the opportunity for individualization of training for paraprofessionals with differing background experiences and skills.***

NAME _____ SCHOOL ASSIGNMENT _____

STARTING DATE OF PLAN _____ END DATE OF PLAN _____

DISABILITY AREA _____

ORIENTATION LEVEL 1

A. Required of all instructional paraprofessionals.

	Date completed	Hours
1. General orientation of policy and procedure	_____	____
2. The role and legal responsibility of the paraprofessional	_____	____
3. Emergency procedures for the paraprofessional	_____	____

B. Characteristics of the exceptional child, an overview: Select one hour of training from your area of disability

	Date completed	Hours
1. Learning disabled and maladjusted child	_____	____
2. Mentally handicapped	_____	____
3. Sensory impaired - vision, speech, hearing, and physically	_____	____

LEVEL II

Required for all paraprofessionals that teach trainable, multi- handicapped and orthopedically disabled.

Date completed Hours

1. Cardio-pulmonary resuscitation (CPR) _____ ____

This is designed for the new paraprofessional that has just been assigned to a disability area. Please indicate the area below.

2. Characteristics of disability area(s) _____ ____

____ Mentally Handicapped
____ Personal and Social Adjustment
____ Orthopedically Handicapped
____ Other
____ Learning Disabled
____ Hearing Impaired
____ Vision Impaired

3. The abused child _____ ____

4. How to protect yourself in violent situations. Appropriate restraining techniques _____ ____

5. Overcorrection as a technique in eliminating inappropriate behavior _____ ____

6. Discipline alternatives _____ ____

7. Behavior management _____ ____

8. Student self-concept _____ ____

9. The effects of medication _____ ____

10. Pathways to professional growth _____ ____

11. Language stimulation and overview _____ ____

12. Community agencies _____ ____

13. The utilization of audiovisual aids _____ ____

14. Special techniques for transferring the physically handicapped child _____ ____

15. Basic components of reading instruction _____ ____

Adapted from Wyandotte County Special Education Cooperative in Kansas City, Kansas.

Appendix D

Supervision and Evaluation of Paraprofessional Programs

Exhibit 1 - Sample Requirements for Supervisors.....D3

Exhibit 2 - Sample Conference Guide for the Paraprofessional and Teacher.....D4

Exhibit 3 - Paraprofessional Time and Activity Log.....D6

Exhibit 4 - Observation Checklist.....D8

Exhibit 5 - Self-Evaluation of the Instructional Session.....D9

Exhibit 6 - Parent Evaluation of the Paraprofessional Program.....D10

Exhibit 7 - Teacher Aide Evaluation Form.....D11

Exhibit 8 - Classified Personnel Evaluation Report.....D13

Exhibit 9 - Paraprofessional Self-Rating Evaluation Form D15

Exhibit 1

SAMPLE REQUIREMENTS FOR SUPERVISORS

Instructions: *The following is an example of supervision requirements for speech pathology and audiology not employed in public schools.*

71-1, 195.08 Communication aide; supervisor; duties.

(1) When supervising the communication aide, the supervising audiologist or speech-language pathologist shall:

(a) Provide direct onsite supervision for the first treatment session;
(b) Provide direct onsite supervision of at least twenty per cent of all subsequent treatment sessions per quarter;
(c) Provide regular and frequent inservice training, either formal or informal, which is directly related to the particular services provided by the communication aide; and
(d) Prepare semi-annual performance evaluations of the communication aide.

(2) The supervising audiologist or speech-language pathologist shall be responsible for all aspects of patient treatment.

From: Laws 1985, LB 129, §30. Effective date February, 1985

71-1, 195.09. Communication aide supervisor; report required.

The supervising audiologist or speech-language pathologist shall provide the communication aide with an evaluation, supervision, and training, including at least ten hours each year of inservice training in areas related to the services provided by the communication aide pursuant to section 71-1, 195.08. Such training shall be verified by annual reports to the department. The audiologist or speech-language pathologist shall keep accurate records of such evaluation, supervision, and training.

From: Laws 1985, LB 129, §31. Effective date February, 1985

From: 1985 State of Nebraska, Statutes, Rules and Regulations Relating to; Audiology and Speech Pathology, Department of Health, Bureau of Examining Boards

Exhibit 2

SAMPLE CONFERENCE GUIDE FOR THE PARAPROFESSIONAL AND TEACHER

Instructions: ***The conference planning guide can be utilized to make meetings between the teacher and the paraprofessional more consistent and goal directed. The planning guide also provides accountability and documentation of supervision and training.***

A standing daily/weekly conference between the supervising teacher and aide provides for planning and scheduling of upcoming events and objectives. In addition, conferences can be used to evaluate the effectiveness of past activities. Following are elements of a good conference between a teacher and aide:

. . . Determine in advance the purpose and/or content of the conference.

. . . Meeting times should be consistent.

. . . Conferences should be at a site accessible to instructional materials and free of interruptions and distractions.

. . . Conferences should be positive and oriented to problem solving rather than be teacher dominated.

. . . Discussion should be pertinent and efficient and end when the purposes have been met.

While the topics of each conference will very, Heller and Pickett (1983) list general topics that can be handled well in the weekly conference:

- individual educational plans (IEP's)
- lesson planning (long-and-short-range plans)
- teaching strategies
- pupil progress evaluation
- pupil interest
- parent-teacher conferences
- district philosophy
- ordering supplies
- routine duties
- classroom management
- materials and resources
- pupil records including cumulative records
- paraprofessional/teacher liability
- school-community events
- employment procedures
- organizations and meetings

SAMPLE TEACHER/PARAPROFESSIONAL CONFERENCE DOCUMENTATION GUIDE

Time: _____ **Date:** __/__/__ **Site:** _____

PREPARATION FOR MEETING -- Who is to bring what? --
Teacher:

Paraprofessional:

TOPICS/AGENDA -- What is going to take place? --

1.

2.

3.

4.

DISCUSSION RECORD -- What took place at the meeting? --

RESOLUTION/ASSIGNMENT -- What will we do? --

Exhibit 3

PARAPROFESSIONAL TIME AND ACTIVITY LOG

Instructions: *The Time and Activity Log is designed to provide a measure of accountability for paraprofessionals as well as a means to determine whether the staff member is meeting the job or role description for a specific position.*

The paraprofessional should record the date and length of time each activity was engaged in. Time should be recorded to the nearest 15-minute interval. The time and activity rows should be totaled at the end of each month by placing the total in the total column.

Below is the categorization of activities commonly engaged in by paraprofessionals. The categories can be delimited or expanded dependent upon the needs of the individual.

1. **ADMINISTRATOR CONFERENCE** - Conference or discussion with the superintendent, principal, director of special education, or curriculum coordinator.
2. **BUILDING, CLASSROOM, AND EQUIPMENT MAINTENANCE** - Routine activities related to organizing or repairing equipment or furniture in the classroom.
3. **CLASSROOM OBSERVATION OF STUDENTS** - Observations focused on pupil behavior either collectively or singularly for purpose of assessment or procurement of information.
4. **CONFERENCE WITH OTHER PERSONS** - Including school counselor, psychologist, therapist, regular class teacher.
5. **TUTORING / INDIVIDUAL** - Activities which require the paraprofessional to deliver a specific lesson plan in a one to one situation.
6. **TUTORING / GROUPS** - Delivery of a specific lesson plan to a group of students.
7. **DRILL AND PRACTICE ACTIVITIES** - Providing ongoing monitoring and assistance to students during drill and practice activities.
8. **OTHER INSTRUCTIONAL ACTIVITIES** - Other activities which are instructional in nature but are not included under tutoring or drill and practice activities.
9. **MEETING OR INSERVICE ATTENDED** - All meetings attended, such as building, training or district-wide.
10. **PLAYGROUND, LUNCHROOM, RECESS SUPERVISION** - Supervision and monitoring of noninstructional student activities.
11. **PREPARATION AND PLANNING** - Time spent preparing instructional materials, bulletin boards.
12. **RECORD KEEPING, REPORT WRITING, AND LETTER WRITING** - Reports or records for instructional staff.
13. **TYPING AND REPRODUCING MATERIALS** - Activities related to preparation of materials, management of correspondence, and report writing.
14. **TEACHER CONFERENCES** - Conferences with supervising teacher.
15. **TESTING AND EVALUATION** - Time devoted to testing and reporting student progress on measures given to assess student's entry level skills or progress.
16. **OTHER** - This category is available for use by the paraprofessional to report other specific assignments. These assignments should be spelled out very specifically.

Paraprofessional Time and Activity Log

Instructions: *Record the number of specific events for each activity in the upper half of the box under the date following the activity listed. Record the time in ten minute blocks in the lower half of the box.*

Activities	Events / Time	Total E / T
Administrative Conference		
Building, Classroom & Equipment Maintenance		
Classroom Observation of Students		
Conference with other Persons		
Tutoring - Individual		
Tutoring - Groups		
Drill & Practice		
Other Instructioanal Activities		
Meeting or Inservice Attended		
Playground, Lunchroom or Recess Supervision		
Preparation & Planning		
Record Keeping & Report Writing		
Typing and Reproducing Materials		
Teacher Conference		
Testing & Evaluation		
Other _____		
Other _____		
Other _____		

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Exhibit 4

OBSERVATION CHECKLIST

Paraprofessional: _____ **Date:** __/__/__

Activity _____ **Time:** _____

Observer: _____

Instructions: *Rate the paraprofessional on each of the following items by circling: (1) excellent; (2) very good; (3) average; (4) below average; (5) poor; and (6) no opportunity to observe.*

Behavior with Student	Ratings
1. Clear instructions to student	1 2 3 4 5 6
2. States expectations to student	1 2 3 4 5 6
3. Tutoring is sequential	1 2 3 4 5 6
4. Provides opportunities for response	1 2 3 4 5 6
5. Use of prompts/stimulates responses	1 2 3 4 5 6
6. Presents activity in reasonable time frame	1 2 3 4 5 6
7. Measures performance against objectives	1 2 3 4 5 6
8. Provides planned reinforcement in a timely and consistent manner	1 2 3 4 5 6
9. Utilizes body language appropriately	1 2 3 4 5 6
10. Control of the instructional session	1 2 3 4 5 6
11. Uses a variety of reinforcers	1 2 3 4 5 6
12. Uses materials effectively	1 2 3 4 5 6
13. Stays on task	1 2 3 4 5 6
14. Maintains records	1 2 3 4 5 6
15. Exhibits enthusiasm for task	1 2 3 4 5 6

Comments:

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Exhibit 5

SELF-EVALUATION OF THE INSTRUCTIONAL SESSION

Instructions: *The following questions should be answered by the paraprofessional as soon after completing an instructional session as possible. It should be stressed that the purpose of the activity is the improvement of instructional techniques. The supervising teacher can review the completed form with the paraprofessional and use the results for further support and planning. The form also provides important information on the progress of the student.*

	Yes	No
1. Did I prepare well for the lesson?	____	____
2. Did I introduce the lesson so that the child understood the concept that the lesson attempted to teach?	____	____
3. Was I enthusiastic enough to get the child interested in performing the task?	____	____
4. Did I explain what the child was to do in the practice activity so that he or she understood it?	____	____
5. Did I have all the materials I needed to teach the lesson?	____	____
6. Did I use the appropriate reinforcement techniques?	____	____
7. Did I encourage the student when they were having difficulty?	____	____
8. Was the lesson successful in reaching the behavioral objective for the unit?	____	____

Student Evaluation

1. Was the child able to perform the task required in the lesson?
   Yes No Comment:

2. Did the child need other experiences before attempting the current lesson plan?
   Yes No Comment:

3. Was the child willing to try (motivated) to do the exercise?
   Yes No Comment:

4. Did the student appear interested in the lesson?
   Yes No Comment:

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Exhibit 6

PARENT EVALUATION OF THE PARAPROFESSIONAL PROGRAM

Instructions: *The parent evaluation form may be used to gather input from the parents of special education students regarding their reactions to the use of paraprofessionals in the program. The form may also facilitate further communication between the school and the parents regarding their child's program.*

	Yes				No
1. Is your child more enthusiastic about school?	1	2	3	4	5
2. Has she/he shown greater interest in her/his school work?	1	2	3	4	5
3. Has the teacher been able to give your child more individual help?	1	2	3	4	5
4. Does your child talk more about things that happen at school?	1	2	3	4	5
5. Has your child received individual help from the educational aide?	1	2	3	4	5
6. Have you visited the class or teacher?	1	2	3	4	5
7. Have you talked with the educational aide?	1	2	3	4	5
8. Do you favor the continued use of the educational aide in the classroom?	1	2	3	4	5

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Exhibit 7

TEACHER AIDE EVALUATION FORM

Name _____ **Room Served** _____

Evaluator _____ **Date** __/__/__

Instructions: *Complete the following form on each instructional aide employed in the district. The rating scale of 1 to 5 is employed with 1 being low and 5 being high. Make narrative comments where they would be appropriate in evaluating the instructional aide. (NA refers to not applicable.)*

I. Rapport / Interpersonal Skills	**High**				**Low**	
1. Rapport with children	5	4	3	2	1	NA
2. Communication with supervising teacher	5	4	3	2	1	NA
3. Communication with other staff members	5	4	3	2	1	NA
4. Communication with parents of children	5	4	3	2	1	NA
II. Personal Characteristics						
1. Neatness and appropriateness of dress	5	4	3	2	1	NA
2. Interest and enthusiasm for the job	5	4	3	2	1	NA
3. Self-control in stress situations	5	4	3	2	1	NA
4. Initiative and work habits	5	4	3	2	1	NA
5. Friendliness and cooperativeness	5	4	3	2	1	NA
III. Employment Performance						
1. General assistance to the teacher						
a. Attendance taking, etc.	5	4	3	2	1	NA
b. Record keeping of student progress	5	4	3	2	1	NA
c. General housekeeping of the room	5	4	3	2	1	NA
d. _____	5	4	3	2	1	NA
2. Technical assistance in instruction						
a. Operation of audio-visual equipment	5	4	3	2	1	NA
b. Operation of duplication equipment	5	4	3	2	1	NA
c. Bulletin board assistance	5	4	3	2	1	NA
d. _____	5	4	3	2	1	NA
3. Instructional assistance						
a. Individual tutoring skills	5	4	3	2	1	NA
b. Group supervision						
i. small group (1-5)	5	4	3	2	1	NA
ii. large group (5 or more)	5	4	3	2	1	NA
c. Story telling or reading	5	4	3	2	1	NA
d. Behavior management	5	4	3	2	1	NA
e. Observation reports to the teacher	5	4	3	2	1	NA
f. _____	5	4	3	2	1	NA

D12

IV. General Observations

1. Carries out all assigned responsibilities	5	4	3	2	1	NA
2. Follows ethical procedures	5	4	3	2	1	NA
3. Takes part in inservice opportunities	5	4	3	2	1	NA
4. Is punctual	5	4	3	2	1	NA
5. Carries out student learning contracts	5	4	3	2	1	NA
6. _____	5	4	3	2	1	NA

Comments:

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.

Exhibit 8

CLASSIFIED PERSONNEL EVALUATION REPORT
SPECIAL EDUCATION PARAPROFESSIONALS

NAME _____ **POSITION** _____

JOB LOCATION _____ **SUPERVISOR** _____

PERIOD OF THIS EVALUATION __/__/__ **to** __/__/__

EVALUATOR _____

Instructions: *Place a circle around the degree of performance number which most accurately reflects the rating of this employee for each skill area evaluated. The degree of performance is determined as the skill area relates to the job standards established for this employee. Please comment on any area marked 5 or 1 and indicate steps to be taken to improve performance.*

Code for Evaluation: *5 4 3 2 1 NA*
High Low Not Applicable

I. WORK RELATED SKILLS	High				Low	
Job Knowledge	5	4	3	2	1	NA
Quality of Work	5	4	3	2	1	NA
Quantity of Work	5	4	3	2	1	NA
Work Organization	5	4	3	2	1	NA
Care of Equipment	5	4	3	2	1	NA
Follows Directions	5	4	3	2	1	NA
In-Service Growth	5	4	3	2	1	NA

TOTAL POINTS _____

II. COMMITMENT TO DUTY	High				Low	
Loyalty	5	4	3	2	1	NA
Morale	5	4	3	2	1	NA
Attitude Toward Job	5	4	3	2	1	NA
Job Assignment Responsibility	5	4	3	2	1	NA
Initiative	5	4	3	2	1	NA
Attendance	5	4	3	2	1	NA

TOTAL POINTS _____

D14

III. PERSONAL JOB SKILLS	High					Low
Relations with co-workers	5	4	3	2	1	NA
Dependability	5	4	3	2	1	NA
Cooperativeness	5	4	3	2	1	NA
Appearance	5	4	3	2	1	NA
Physical Health	5	4	3	2	1	NA
Attitude (General)	5	4	3	2	1	NA
Conduct	5	4	3	2	1	NA
Relations with Public	5	4	3	2	1	NA
Relations with Staff	5	4	3	2	1	NA
Relations with Students	5	4	3	2	1	NA
Punctuality	5	4	3	2	1	NA
Uses Time Wisely	5	4	3	2	1	NA

TOTAL POINTS ____

I consider overall performance to be:

SUPERIOR SATISFACTORY UNSATISFACTORY

EVALUATOR COMMENTS: (This space may be used by the evaluator to comment in regard to the evaluation given above or to comment on other aspects of the employee's performance as needed.)

EMPLOYEE COMMENTS: (This space may be used by the employee to comment in regard to the evaluation given above or to other aspects of performance as needed.)

The employee's signature on this report does not represent either acceptance or approval of the evaluation. Signatures indicate only that the employee has reviewed this form in conference with the evaluator.

Signature of Evaluator _____ Date ___/___/___
Signature of Employee _____ Date ___/___/___

Adapted from Russell County Unified Schools, Kansas

Exhibit 9

PARAPROFESSIONAL SELF-RATING EVALUATION FORM

Instructions: *The following items have been prepared so that you can indicate how you feel about your performance in relationship to each of the questions. For each item circle the letter which represents your reaction as to whether you Strongly Agree (SA), Agree (A), are Not Sure (NS), Disagree (D), or Strongly Disagree (SD).*

1. Do I plan for the activity that I have be assigned?	SA	A	N	D	SD
2. Do I make myself helpful by offering my service to the teacher when there is an obvious need of help?	SA	A	N	D	SD
3. Do I have a plan for getting children into groups?	SA	A	N	D	SD
4. Do I find opportunities for giving children choices, or do I tell them what to do?	SA	A	N	D	SD
5. Do I observe closely the techniques used by the teacher and follow through when I am working with the group?	SA	A	N	D	SD
6. Do I really listen to what children say?	SA	A	N	D	SD
7. Do I accept criticisms and suggestions without becoming emotionally upset?	SA	A	N	D	SD
8. Do I follow directions of the classroom teacher?	SA	A	N	D	SD
9. Do I try to develop a friendly attitude with all of my co-workers?	SA	A	N	D	SD
10. Do I give too much help to children rather than allowing them time to think?	SA	A	N	D	SD
11. Do I refrain from interfering between another teacher and pupil unless called on for assistance?	SA	A	N	D	SD
12. Do I avoid criticism of the children, the teacher, and the school?	SA	A	N	D	SD
13. Do I maintain accurate and complete records of the activities of students with whom I work?	SA	A	N	D	SD
14. Do I have an adequate knowledge of the school rules and policies governing my employment?	SA	A	N	D	SD
15. Do I understand the discipline/student management procedures employed by my supervising teacher?	SA	A	N	D	SD
16. Do I have sufficient knowledge of operating audiovisual equipment and reproduction equipment?	SA	A	N	D	SD
17. Do I know the procedures to follow in a school emergency, such as fire, and first aid?	SA	A	N	D	SD
18. Do I dress in an appropriate manner commensurate with the expectations of the school?	SA	A	N	D	SD
19. Do I use the proper school channels when I have a disagreement with a staff member?	SA	A	N	D	SD
20. Do I feel that I am making a positive contribution to the education of students?	SA	A	N	D	SD

From Vasa, S. F., Steckelberg, A. L., & Ronning, L. (1983). Guide for effective utilization of paraprofessionals in special education. The University of Nebraska-Lincoln.